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AUTHOR Feingold, Jeffrey: And Others
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ABSTRACT

The bilingual Early Childhood Centers Program was established in three public and four non-public schools in District 14 (Brooklyn, New York) as a response to the needs of children in grades K-2 with limited English proficiency. Participants were from Spanish or Yiddish dominant homes. The curriculum offered instruction in English as a Second Language, Spanish or Yiddish language arts, and dominant language instruction in the content areas. Other program components included cultural heritage instruction, staff development, and parent and community involvement. Program evaluation was completed using classroom observation, staff interviews, and pre and posttest data from the Stanford Early School Achievement Test, the Boehm Test of Basic Concepts, and the InterAmerican Test in Reading. Analysis of statistical data showed significant academic gains were made by participants in both the Spanish/English and Yiddish/English programs. Evaluation findings indicated that all program components operated well and objectives were met. (MK)

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FINAL EVALUATION REPORT

SCHOOL DISTRICT 14, BROOKLYN

BILINGUAL EARLY CHILDHOOD CENTERS

1978-79

B/E 5059-97601 5059-97602

Source of Funding: E.S.E.A. TITLE VII

William A. Rogers
Community Superintendent

Prepared By:

Staff of Reimbursable Programs
District 14:

Jeffrey Feingold
Mary Dunne
Juan Mendez

Evaluator-Consultants:

Margarita Mir de Cid
Harold L. Wise

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Bilingual Early Childhood Centers Program 1978-1979

Community School District 14K

1. Program Description

District 14 completed its second year of a three year ESEA Title VII grant during the 1978-79 school year. This bilingual Early Childhood Centers Program was established in order to respond to the needs of children in grades K-2 with limited English proficiency. Participants came from homes where either Spanish or Yiddish was the dominant language.

2. Program Location and Grades Serviced

District 14 schools:

Site	Location	Grades Serviced
P.S. 17	208 North 5th Street, B'klyn	K-2
P.S. 19	325 South 3rd Street, B'klyn	K-2
P.S. 84	250 Berry Street, B'klyn	K-2
Our Saviour	250 Hooper Street, B'klyn	1-2
Sts. Peter & Paul	288 Berry Street, B'klyn	1
Beth Rachel	125 Heyward Street, B'klyn	K-1
Yesoda Hatorah	505 Bedford Avenue, B'klyn	K

3. Program Scope and Personnel

The program was structured to offer children of limited English proficiencya total curriculum including such aspects as instruction in English as a Second Language, all elements of Spanish or Yiddish Language Arts program,

and dominant language instruction in content areas such as Mathematics, Science and Social Studies. The program included a cultural heritage component to enhance pupils' self-image, and to expose all pupil participants to groups with diverse cultural and ethnic backgrounds.

The application of this program included:

Site	Resource Teacher	EA/TA
P.S. 17	1	3
P.S. 19	1	3
P.S. 84	1	3
Our Saviour	1	2
Sts. Peter & Paul		1
Yesoda Hatorah		1
Beth Rachel	1	2
Total	5	15

4. Evaluation of Program Objectives

The evaluation of this program was conducted by in-house staff in concert with independent evaluator/consultants. Both consultants met regularly with project directors and coordinators, observed instructional activities on a regularly scheduled basis, interviewed project and staff members, collected statistical data and submitted both oral and written reports and recommendations based upon visits to program sites.

5. Program Objectives for Students:

Early Childhood youngsters grades K-1 enrolled in this program will show a significant increase in adjustment to school environment as evidenced

by the Stanford Early School Achievement Test (S.E.S.A.T.) A significant number of bilingual boys and girls in the project will demonstrate increased expressive linguistic skills in both Spanish or Yiddish and in English by performing to criterion on a word naming task as measured by the S.E.S.A.T. and teacher evaluation. Also, a significantly greater proportion of children in experimental program will perform to criterion on the word naming task than will a proportion of children in a control group.

Children of Grades 2-3 will demonstrate a significant increase in Reading, Language and Mathematics skills as evidenced by their performance on the appropriate levels of the Metropolitan Achievement Tests for Mathematics and the Inter-American Test for Reading.

Grade 2 students will also demonstrate increased competence in Science and Social Studies as evidenced by teacher evaluation through a series of formative tests throughout the school year. These boys and girls in the Title VII program will demonstrate an increased interest and competence in Music and Art as elements of native culture as included in the curriculum. This increase will be evaluated by teacher observation.

5.1 Findings:

Structured forms were used during the observation of program participants during on-site visits. An analysis of the ratings obtained on the forms as well as the recorded articulation with project staff resulted in the following:

Rapport with Students - for all grade levels there was evidence of an above adequate ability to establish and maintain harmonious relations between teachers and children. In general student participants demonstrated significant adjustment to the school environment.

Class Management - all classes involved with this project functioned at a very high level of flexability. In all cases there was evidence of individualization instruction for students.

Student records - All pertinent project information, rosters, attendance, work folders, logs were kept up to date and were entirely complete.

Teaching Techniques - Across the grades bilingual teachers in conjunction with project resource teahcers demonstrated above average ability in applying bilingual pedagogical methods and techn iques. There was evidence of specific planning for the application of technique to individual and group needs.

Knowledge of subject matter - There was adequate knowledge and understanding of subject area being taught both in plan and presentation.

Motivation of students - There was an above average demonstration of the ability to identify the goals and objectives of class activities.

6. Program Objectives for Teachers:

Teachers - Teachers will be encouraged to enroll in University level degree programs in areas related to bilingual education and methodology.

Preservice orientation workshops will be conducted by experts in

the field of bilingual education, for professional staff prior to program implementation.

Teacher effectiveness will improve and be measured in the following ways: (a) attention by the children to the teacher will improve as assessed by periodic spot-checks made by evaluation personnel; (b) a teacher's willingness and ability to employ both English and Spanish or Yiddish in classroom activities will increase, as measured by the observation of consultant/observers and district supervisory personnel; (c) a teacher's effectiveness will increase and be evidenced by pupil progress in terms of performance objectives for the instructional program.

Teachers will complete and update individual student records. These records will assist in providing information during parent conferences and will actively initiate suggestions for home activities designed to reinforce classroom learning. Teachers will consult regularly with project director, project staff and evaluation personnel concerning program planning and implementation. Teachers will utilize the services of their educational assistants in the most efficient manner possible through regular training and planning sessions.

6.1 Findings - Observations, interviews and meetings with teachers generated specific data relative to project implementation. Checklists were often used by evaluators to record such data. The following observations were noted:

Many staff members were enrolled in and successfully completed courses in areas related to bilingual education and methodology in an Institute of Higher Learning.

All staff participated in pre-service orientation workshops prior to program implementation.

During interviews and throughout all observations, staff demonstrated positive attitudes towards Hispanic/Jewish cultures.

Resource and classroom teachers employed both English and Spanish/Yiddish in classroom activities.

Staff was enthusiastic about its work with students. There was in general a well controlled atmosphere in each project classroom.

All student records were updated and completed by project staff.

All teachers consulted with project director, coordinators and evaluation personnel to effectively plan project activities.

The teachers had regularly scheduled training and planning sessions with paraprofessionals.

7. Program Objectives for Paraprofessionals

Paraprofessionals - Paraprofessionals will demonstrate enthusiasm for the bilingual program and improve their attitudes towards bilingual bicultural teaching. They will demonstrate increased competence in the following ways: (a) Attention by the children to the paraprofessionals will improve; (b) willingness and ability to employ both English and Spanish/Yiddish in classroom activities will increase; and (c) proficiency in small broup and individual teaching techniques will increase.

Paraprofessionals will be encouraged to enroll in University level courses during the Fall and Spring semesters in areas related to their work. They will participate in pre-service training workshops prior to

program implementation, demonstrate knowledge of the program goals, and will consult regularly with teachers in order to improve classroom procedures and practices. Paraprofessionals will also be available for consultation with parents and members of the community with regard to the bilingual program.

7.1 Findings -

There was strong indication that staff was aware of goals and objectives and implemented the program according to the proposed guidelines.

The ratings for all categories outlined below were very favorable for all paraprofessionals at each project site:

Attended voluntarily at school sponsored functions, showing enthusiasm for the Title VII program.

Had a positive attitude towards the Hispanic culture and the bilingual bicultural approach in teaching.

Children showed attention to the paraprofessional in the teaching-learning situation.

Were willing and had ability to employ both English and Spanish/ Yiddish in classroom activity.

Were prompt in responding to pupil requests and needs and characteristics.

Were spontaneous and flexible in responding to the needs of children and their questions.

Were quick to use some method of praise or approval when pupils have successfully completed work.

Many paraprofessionals were enrolled in a University course.

Participated in a preservice training workshop prior to program implementation.

Demonstrated knowledge and understanding of the program/s goals and rationale.

Consulted regularly with teachers in order to improve classroom procedures and practices.

Were available for consultation with parents and other members of the community with regard to the bilingual program.

Consulted with project director, project staff and evaluation personnel so as to better plan classroom activities.

Maintained a good atmosphere in the resource room or in the classroom where she/he works with students.

8. Program Objectives for Parents and Community

Parents and Community - Both parents and community will show increased interest in the program as they participate more in school projects, activities and workshops. Parents will initiate regularly scheduled meetings and conversations with the teacher during the school year to discuss pupil progress. Parents will attend workshops to acquaint themselves with the methods and materials used in the project, and to discuss how objectives of the program may be reinforced by experiences in the home.

Parents will engage in the specific activities of the workshops. The extent of parent involvement and their willingness over the year to assist in special activities such as trips, plays and assemblies will be noted by teachers.

8.1 Findings

In general there was evidence of increased participation of parents in school activities.

Parents were invited to and attended meetings and held frequent conversations with teachers during the school year.

Parent attendance at workshops increased as the school year progressed.

Parents were provided with specific information concerning the objectives of the program and the progress of their children.

Parents participated in special activities such as trips, plays and assemblies.

STATISTICAL EVALUATION OF PROGRAM

The evaluation design for this program provided for pre- and posttesting all participants. This procedure was followed, and raw scores for both administrations were recorded on rosters by school, grade, and language, i.e., separate rosters were prepared for recording scores obtained from administering the pre- and posttests in Spanish, Yiddish, and English. In addition to the collection of data described above, data from control groups in the public schools involved in the program were collected in accordance with the evaluation design. The purpose for doing so was to be able to make comparisons of overall gain/loss in performance of the experimental groups with gain/loss in the performance of groups that had not had the treatment prescribed in the experimental bilingual program.

Insofar as possible, control groups were matched with experimental groups according to grades and to schools. Such was not possible, however, in the non-public schools (both Catholic and Hebrew). Because of the smaller numbers of classes in these schools, it was felt that any results obtained from control groups would be based on very small n's and hence would not be meaningful or statistically appropriate for drawing comparisons. For the overall comparative statistical analyses for the Spanish/English component then, data from the private schools were pooled with that obtained from the public schools. This procedure, of course, was not deemed appropriate in the case of the Yiddish/English component since Yiddish was not used as a means of instruction in any of the public schools. Necessary data for making comparisons between experimental and control groups for the Yiddish/English component of this program were not obtainable; hence, such comparisons do not appear in this report.

Degrees of behavioral change for all participants in the program were reported on rosters by grade, by school, and by domain in terms of raw scores. These scores were converted to percentile ranks and then to normal curve

equivalent units. All statistical analyses were carried out in terms of the latter score type in accordance with the evaluation design.

The testing instruments used to assess the effectiveness of this program were as follows:

In the Spanish/English component (Experimental & Control)

Kindergarten

- Stanford Early School Achievement Test, Level I, Spanish & English Editions
  - Subtests
    - Environment
    - Letters & Sounds
    - Aural Comprehension
- Boehm Test of Basic Concepts, Spanish & English Editions

First Grade

- Stanford Early School Achievement Test, Level II, Spanish & English Editions
  - Subtests
    - Environment
    - Letters & Sounds
    - Aural Comprehension
- Boehm Test of Basic Concepts, Spanish & English Editions

Second Grade

- InterAmerican Test in Reading, Level I, Spanish & English Editions

In The Yiddish/English component (Experimental only)

Kindergarten

- Stanford Early School Achievement Test, Level I (administered in Yiddish and in English)
  - Subtests
    - Environment
    - Letters & Sounds
    - Aural Comprehension
- Boehm Test of Basic Concepts (administered in Yiddish and in English)

First Grade

- Stanford Early School Achievement Test, Level II (administered in Yiddish and in English)
  - Subtests
    - Environment
    - Letters & Sounds
    - Aural Comprehension

Boehm Test of Basic Concepts (administered in Yiddish and in English)

As indicated in the listing above, tests were administered in both languages during pretesting and posttesting. The Stanford Early School Achievement Tests, Levels I and II, were available in both English and Spanish editions. The same was true of the Boehm Test of Basic Concepts as well as the InterAmerican Test in Reading, Level I. For the Yiddish/English component of the program, all testing instruments noted above were translated and administered by competent bilingual teachers and supervisors in the schools involved.

In accordance with the evaluation design, the data analyses fell into three categories: (1) comparisons of pre- and posttest results within groups, both experimental and control, for the different tests and subtests; (2) comparisons of gains/losses obtained in the experimental and control groups for the different tests and subtests; and (3) conducting t-tests of significance on differences obtained in (1) and (2) above. Those comparisons serving as a bases for analyses carried out in (1) above were, of course, obtained from correlated samples; hence, t-tests for correlated samples were applied.

RESULTS OF STATISTICAL ANALYSES

Table I presents the descriptive statistics obtained from the analyses of data outlined in (1) above. It also presents the outcomes of the t-tests of significance that were conducted in accordance with (3) above. To facilitate presentation and interpretation of data, Table I is divided into three parts according to grade level. All data appearing in Table I pertain to the Spanish/English component of the program. Table II presents similar statistics derived from data obtained from the Yiddish/English component.

TABLE I

PRE- AND POSTTEST MEANS, STANDARD DEVIATIONS, t-STATISTICS FOR SPANISH/ENGLISH COMPONENT BY GRADE LEVEL & DOMAIN

Table I-A - Grade Two

	SPANISH						ENGLISH					
		PRE		POST		Value		PRE		POST		Value
I-A Reading	N	Mean	SD	Mean	SD	of t	N	Mean	SD	Mean	SD	of t
Experimental	178	40.3	14.70	48.0	22.03	4.815	174	45.0	16.04	53.1	19.45	6.716
Control	93	38.9	16.12	42.9	23.54	1.600	93	43.2	17.58	55.3	20.35	4.274

The data displayed in Table I-A show that the Grade Two experimental group in this program surpassed the control group in both English and Spanish. However, it is noted that the control group achieved significant results insofar as performance in English is concerned. Such a gain is not, of course, totally unanticipated since for the control group, English was the language of instruction.

Table I-B - Grade One

	SPANISH						ENGLISH					
		PRE		POST		Value		PRE		POST		Value
	N	Mean	SD	Mean	SD	of t	N	Mean	SD	Mean	SD	of t
Experimental												
SESAT II												
Envir.	208	19.9	15.29	38.0	18.17	13.772	213	22.4	16.06	42.1	19.88	14.644
Ltrs/Snds	210	21.8	16.42	44.4	25.01	15.256	213	23.5	17.30	48.5	19.37	19.017
Aur/Comp	208	20.2	14.85	42.3	21.83	12.589	211	20.4	16.48	41.8	21.65	12.829
BTBC	217	37.9	15.12	47.8	21.87	6.997	215	33.7	16.67	37.6	20.16	3.238
Control												
SESAT II												
Envir	79	33.7	18.85	30.5	14.43	-1.398	80	31.0	19.93	39.9	21.19	2.923
Ltrs/Snds	80	25.6	17.50	25.8	16.53	0.141	80	30.1	19.30	42.3	23.59	1.438
Aur/Comp	80	22.5	16.22	24.3	18.45	0.645	80	29.7	15.52	44.7	17.52	4.715
BTBC	78	40.1	13.14	38.2	14.54	-0.800	78	38.7	17.58	42.3	21.62	1.831

As in Table I-A, all statistics are based on normal curve equivalents. In all subtests of the Stanford Early School Achievement Test, Level II, as well as in the Boehm Test of Basic Concepts, the gains for the Grade One experimental group in Spanish exceeded those for the control group. It should be pointed

out that some of the statistical significance of this gain over the control group, as reflected by the magnitude of the t-statistics could be a function of the differences in sample sizes. In each instance, the experimental group is about two and a half times larger than its control group; this difference would, of course, be reflected to some degree in the size of the standard error. It is also noted that the t-values for the control group's performance in English are higher; still, they do not reach the degree of significance displayed by the experimental group in English.

Table I- Kindergarten

	SPANISH						ENGLISH					
		PRE		POST		Value		PRE		POST		Value
	N	Mean	SD	Mean	SD	of t	N	Mean	SD	Mean	SD	of t
Experimental												
SESAT I												
Envir	76	19.3	10.84	29.3	15.56	5.395	81	13.8	10.01	27.5	19.84	6.802
Ltrs/Snds	76	22.5	17.07	29.0	14.40	3.076	81	25.3	17.19	29.4	19.64	1.512
Aur/Lbmp	76	19.5	8.94	32.3	14.97	7.733	81	18.0	13.15	26.0	15.33	4.311
BTBC	77	33.3	11.94	47.5	15.85	7.863	77	21.8	10.93	38.6	15.21	9.846
Control												
SESAT I												
Envir	51	22.3	8.60	24.8	9.85	1.601	51	21.3	7.05	32.0	13.48	5.937
Ltrs/Snds	52	29.7	14.14	26.2	17.45	-1.767	52	33.5	11.76	36.1	13.49	1.713
Aur/Lbmp	52	26.9	10.69	28.4	18.49	0.840	52	28.7	11.44	33.4	18.42	1.852
BTBC	50	26.9	13.37	25.6	13.21	-0.576	50	25.2	10.20	35.2	18.85	3.868

Table I-C presents data gathered from the experimental and control groups in Kindergarten. In general, the same pattern with respect to performance of the two groups is evident. However, the experimental group did not attain statistical significance in the Letters and Sounds subtest of the English edition of the Stanford Early School Achievement Test, Level I. The Kindergarten control group, which received the major part of its instruction in English, did produce posttest scores in one subtest of the English Edition of the Stanford Early School Achievement Test and on the English administration of the Boehm Test of Basic Concepts that were statistically significant. In the Environment subtest of the SESAT, its gain of 10.7 normal curve equivalents

produced a t-value of 5.937, significant at well above the 1% level. Its gain of 10.0 in the English edition of the Boehm Test of Basic Concepts was significant also at well above the 1% level.

Table II presents descriptive and test statistics obtained from the analyses of data collected from pupils participating in the Yiddish/English component of this program. As indicated above, because of the limited size of the participating schools, it was not possible to obtain data from appropriately-sized control groups for this component. Therefore, comparisons of participants with non-participants at the same level and in the same areas are not available. As above, score types used in deriving these statistics were normal curve equivalents.

TABLE II

PRE- AND POSTTEST MEANS, STANDARD DEVIATIONS, t-STATISTICS FOR YIDDISH/ENGLISH COMPONENT BY GRADE LEVEL & DOMAIN

	YIDDISH						ENGLISH					
		PRE		POST		Value		PRE		POST		Value
	N	Mean	SD	Mean	SD	of t	N	Mean	SD	Mean	SD	of t
Grade one												
SESAT II												
Env	29	61.9	23.35	74.7	19.64	3.432	29	6.4	5.98	79.5	18.79	19.465
L/S	29	15.0	5.56	25.0	13.42	4.014	29	4.0	5.15	68.9	14.67	22.391
Ar/Comp	29	72.8	20.04	80.4	20.91	1.892	29	13.5	7.73	87.1	9.79	33.358
BTBC	30	81.8	7.33	85.3	9.06	3.312	30	16.7	10.51	30.5	16.42	6.925
Kindergarten												
SESAT I												
Env	95	50.9	19.04	57.2	19.49	3.383	95	14.8	16.01	17.8	22.62	10.759
L/S	95	40.9	14.55	57.9	9.49	6.481	95	13.1	12.23	25.6	21.71	5.315
Ar/Comp	95	55.2	20.88	63.1	20.54	4.807	95	22.1	10.79	34.2	23.74	6.940
BTBC	95	82.9	12.01	89.9	8.65	6.906	95	37.5	12.21	69.5	24.03	17.682

With one exception, all pupil performances in the Yiddish/English component of this program showed statistically significant gains in both English and Yiddish. In Grade One, the gain in Yiddish administration of the Aural Comprehension subtest of the Stanford Early School Achievement Test, Level II, failed to reach signficance. All other t-values appearing in Table II are significant at the

1% level; a few, notably those associated with performances in English, exceed the .1% level of statistical significance. As has been noted in previous years, attention is called to the magnitude of the scores in the Yiddish component of this program. Part of the reason, no doubt, for the failure to reach significance in the Aural Comprehension subtest is a function of the ability of these pupils to perform so well on the pretest administration. The same may be true with respect to the Boehm Test of Basic Concepts. Despite this limitation, the results displayed in Table II suggest that the pupils participating in this program in the Yiddish schools performed considerably better in English at the end of the program than they did at its beginning.

TABLE III

COMPARISONS OF GAIN/LOSS BETWEEN EXPERIMENTAL AND CONTROL GROUPS — SPANISH/ENGLISH COMPONENT

Level & test	EXPERIMENTAL Sp	EXPERIMENTAL Eng	CONTROL Sp	CONTROL Eng	DIFFERENCE Sp (e: exp fav) (c: con fav)	DIFFERENCE Eng	t-value of difference Sp	t-value of difference Eng
Grade two								
Inter-Amer Rdg	+7.7	+8.1	+4.0	+12.1	e	c	1.702	-1.591
Grade one								
SESAT II								
Env	+18.1	+19.7	-3.2	+8.9	e	e	11.606	4.295
Ltrs/Snds	+22.6	+25.0	+0.2	+12.2	e	e	12.499	3.336
Aur/Comp	+22.1	+21.4	+1.8	+15.0	e	e	7.286	2.499
BTBC	+ 9.9	+ 3.9	-1.9	+ 3.6	e	e	5.956	0.123
Kindergarten								
SESAT I								
Env	+10.0	+13.7	+2.5	+10.7	e	e	3.160	0.969
Ltrs/Snds	+ 6.5	+ 4.1	-3.5	+ 2.6	e	e	3.864	0.499
Aur/Comp	+12.8	+ 8.0	+1.5	+4.6	e	e	4.855	1.150
BTBC	+14.2	+16.8	-1.3	+10.0	e	e	6.181	2.031

(e: experimental group favored; c: control group favored)

Table III indicates that participants in the experimental groups of this program showed more gain in all areas, whether testing instrments were administered in Spanish or in English. With the exception of one area in Spanish —

reading in Grade Two — all t-values associated with differences between gains and/or losses for experimental and control groups, expressed in normal curve equivalents, were statistically significant. In only one instance, once again in reading in Grade Two, did the results favor the control group, but as noted above, differences were not statistically significant in either Spanish or English. Overall, the t-values associated with the differences between gains and/or losses for the experimental and control groups in English were of less magnitude than those in Spanish. Such a result would be anticipated since control groups received all, or most of all, of their instruction in English. In the one case in Grade Two where the gain of the control group exceeded that of the experimental group, the difference between the two gains was not statistically significant.

Careful study and comparison of the data obtained by the testing instruments administered during the course of this program, along with the various t-tests of significance that were performed on the data during the analyses, suggest that the instructional aspects of this program were effective. Both the Spanish/English and Yiddish/English components made effective gains in both languages, and in many instances, highly significant gains in English. However, as suggested above, pupils in the Yiddish/English component, particularly in the Aural Comprehension subtest of the Stanford Early School Achievement Test, Level II, were probably not able to demonstrate their true abilities in Yiddish in this domain because of the test ceiling. Instruction in English for these pupils was highly effective; this is evident upon comparing the means of the pre- and posttest administrations in English. Of special interest in the statistical analyses of the data gathered in this program is the comparison of performances of pupils in control groups with those of pupils participating in the experimental bilingual program. Table III, though

information in it is limited to the Spanish/English component of the program, provides information to suggest that this bilingual program was effective and that it did achieve its goal of providing effective bilingual instruction to those pupils participating in the experimental groups.

Recommendations:

- That the project's training component continue to provide the opportunity for all staff members to enroll in courses in and related to bilingual education.

- That a workshop be conducted at the beginning of the school year to the entire staff to continue the professional development of techniques and strategies related to a bilingual/bicultural program.

-That personnel implementing bilingual programs be encouraged to investigate and enroll in professional bilingual associations so that new advances in the field of bilingual education can be identified and possibly implemented.

-That all staff be consulted on a regular basis for input into the identification and selection of effective bilingual instructional materials.